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ABSTRACT

This document describes program components and models for the provision of employment services for refugees. Necessary service components of programs are identified and possible delivery approaches are explored with reference to successful refugee programs throughout the United States. These program components include: (1) outreach, intake, pre-employment orientation, and employability assessment; (2) employment counseling; (3) placement activities; and (4) program staffing considerations. The document is intended to aid in the selection of an approach to refugee employment services that will best meet the needs of each community. In addition, it serves as a guide for evaluating current services, strengthening existing programs and developing new proposals. (Author/APM)

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EMPLOYMENT SERVICES

Program Components and Models
of Employment Services for Refugees

Developed in the
Practitioner Workshop on Employment
New Orleans, Louisiana
October 29-November 1, 1980

Charlotte Bourgeois, Lead Consultant
and Principal Author

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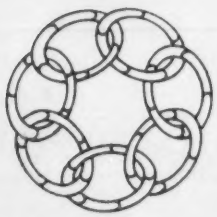

DEPARTMENT OF HEALTH & HUMAN SERVICES

Office of the Secretary

Washington, D.C. 20201

Dear Colleagues in Refugee Resettlement:

Enclosed you will find a document on program components and models for the provision of employment services for refugees. The document identifies necessary service components, and delineates possible delivery approaches, for employment activities. These approaches are reflective of some of the successful strategies being carried out by programs throughout the United States.

The document is meant to be of use in identifying the approach or approaches for employment services that will best meet the needs of your community. In addition, it will serve as a guide for evaluating current services, strengthening existing programs and/or developing new proposals.

This document is the fifth of seven work products being produced in the Practitioner Workshop Project conducted by the Indochina Refugee Action Center (IRAC). These documents are the work of local service providers who shared their innovative ways of meeting the needs of refugees. The Office of Refugee Resettlement wishes to thank the participants of the Employment Services workshop for donating their time and energy. They have made possible a document which will be of assistance to others throughout this country who are working in refugee resettlement.

Sincerely,

Roger P. Winter
Director
Office of Refugee Resettlement

Indochina Refugee Action Center

1025 Fifteenth Street NW, Suite 600
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(202) 347-8903

April 3, 1981

Dear Friends:

The document before you represents the work of 13 individuals who met in New Orleans on October 29-November 1, 1980. These individuals, brought together from many parts of the country, have drawn on their considerable experience and diverse backgrounds to identify and outline basic models and components for employment services for refugees.

We owe the workshop participants a debt of gratitude for giving so generously of their time and talents. Special thanks go to Charlotte Bourgeois who served as lead consultant for the workshop and as principal author of this document. The Practitioner Workshop staff also wish to thank Kay Rogers (Chief) and Kathy Do (Project Officer) of the Program Development unit, Office of Refugee Resettlement for their fine support of this work.

We hope this document is of use to you. We welcome your comments on it, and have included a short questionnaire in hopes that you will respond.

Sincerely,

Roger E. Harmon

Roger Harmon, Ph.D.
Project Director
Practitioner Workshop Project

PREFACE

One of the primary goals of federal assistance for domestic refugee resettlement, as outlined in the Refugee Act of 1980, is to ensure the availability of "sufficient resources for employment training and placement in order to achieve economic self-sufficiency among refugees as quickly as possible."

Program instructions from the Department of Health and Human Services, Office of Refugee Resettlement dated August 24, 1979 (SSA-AT-79-33) further clarify the specific kinds of employment services that are allowable under Refugee Resettlement Program social service funding. These services include the following:

> "Assessment services, particularly from the standpoint of employability, including identification of familial or environmental obstacles to employment.
>
> Manpower employment services, including career counseling, development of an individual employability plan, job orientation, job development, and job placement and follow-up, including provision of necessary supportive services."

The supportive services referred to above include ESL instruction, vocational training and skills recertification, day care, transportation, and social adjustment services. These services are not treated in depth in this document; however, some of these supportive services have been the focus of other workshop documents.*

The purpose of this document is to identify and define the essential component services in an employment program, and to describe practical guidelines and approaches for the delivery of these services to refugee clients. Such information should prove useful to state and local administrators as a tool both for evaluating programs and for making funding decisions. Additionally, the document may serve to stimulate innovative and effective employment program development in resettlement communities around the country.

---

* The Practitioner Workshop Project conducted a series of seven three-day meetings resulting in a set of seven documents on the following topics: Orientation, Health-Related Services; Social Adjustment Services; Vocational Training and Skills Recertification; Employment Services; Outreach, Information and Referral; and Refugee Resettlement Service Delivery Approaches.

It would be impossible to discuss employment services for refugees without addressing the issue of public assistance. This document - being the consensus of a variety of backgrounds and affiliations - makes no definitive statements for or against public assistance. It does, however, present this shared perspective: it is important that refugees see public assistance, not as an end in itself, but as a temporary means of transitional support that allows time to adapt to the American work system and explore training opportunities.

In order to encourage such a perspective, certain employment approaches should be implemented more broadly. First of all, employment services should be available to the refugee soon after his or her arrival in the United States. While immediate employment may not be possible for all newly arrived refugees (obstacles could include health or adjustment problems, lack of transferable skills, limited English proficiency, etc.), most refugees should benefit from early exposure to many of the employment services, particularly pre-employment orientation, employability assessment and employment counseling.

Secondly, in cases where public assistance becomes more than a transitional means of support, work incentives should be introduced and counseling provided to encourage a client to consider the long range benefits of employment.

Finally, efforts should be made to identify and enlist the aid of the many informal, though effective, networks of support. Sponsors, as well as refugee families and community groups, are often able to provide many valuable support services, including transportation and day care.

Acknowledgements

The staff of the Practitioner Workshop Project wish to thank the staff of Associated Catholic Charities of New Orleans, particularly Sharon Rodi and Melanie Ghio, for their valuable assistance and gracious hospitality.

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I. INTRODUCTION

Employment service providers have a critical role to play in assisting refugees to reach their goal of economic independence and self-sufficiency. To best provide such assistance, employment services not only must be effective in themselves, but also must coordinate with other resettlement services that refugees may need as they begin to build a new life.

A. Delivery Settings

Employment services can be delivered in a variety of settings, assuming qualified staff are available. Examples of settings include:

1. Social service agencies
2. State employment services
3. Voluntary resettlement agencies
4. Mutual assistance associations (MAA's)
5. Educational institutions
6. Non-profit or private employment agencies.

In addition to formal programs, informal networks of family members, friends and other community members can serve important roles in circulating information about employment services and employment opportunities.

B. Target Populations

Ethnic background, geographic location and sex can be significant client characteristics in terms of their influence on employment program focus and methodology. Perhaps the most important client characteristic as far as an employment program is concerned, however, is the employment status of clients. The target populations for the employment services described in this document are grouped according to their employment status, as follows:

1. Unemployed Refugees

   This population includes refugees who are newly arrived in the United States (90 days or less), refugees receiving cash assistance, and secondary migrants.

2. Underemployed Refugees

   This population includes refugees who are employed and receiving supplemental cash assistance, those working below their skill level, and those working for less than minimum wage.

3. Secondary Wage Earners

   This population consists of members of families in which at least one person is employed but the salary of a second wage earner is necessary for the family's economic self-sufficiency.

Throughout the discussion of the various employment service components, special program considerations and methodologies for these target populations will be identified and discussed.

C. Program Components

An effective employment service program for refugees should contain the following program components:

1. Outreach. Potential clients are identified, located and given information about available employment services.

2. Intake. The objective of intake is to obtain basic information in order to determine if and how the employment program can meet the individual's needs.

3. Pre-Employment Orientation. The client is introduced to general concepts and information regarding the American work experience, including specific information on preparing for, applying for, and keeping a job.

4. Employability Assessment. The client is evaluated in terms of existing job skills and work experience as well as his or her potential for vocational training and/or employment.

5. Employment Counseling. The objectives of employment counseling are to develop an appropriate employability plan to assist in identifying the client's short and long range career goals, to establish methods for reaching those goals, and to set follow-up procedures to evaluate the client's progress.

6. Job Development. The objective of job development is to identify and develop employment opportunities in occupations appropriate to the clients being served.

7. Placement Activities. The activities include pre-employment orientation for clients and employers, job matching, job referral, and assistance in the hiring process.

8. Follow-Up. Follow-up includes post referral services for clients and employers in order to identify and alleviate problems encountered either in the job search or on the job.

The components described above are depicted schematically in Chart I, Page 6. The chart shows only the programmatic relationships among the program components; the chart does not attempt to present a chronological arrangement of the components, as both the sequence and intensity of the various employment program activities may vary considerably according to the needs of the individual client.

A client may take any number of routes through the components of an employment program depending upon the amount of preparation needed to become job ready. For example, following intake a client may be referred directly for job placement; or a client may be referred from intake to supportive services (ESL, vocational training, and/or other resettlement services) before moving to the next component activity. A client may repeat a particular component, moving from employment assessment to supportive services, for example, then returning for reassessment prior to counseling or job placement. Also, if a job placement has proven unsuccessful, a client may return to any component before another placement is made.

The amount of time a client needs to move through the various employment activities varies according to the preparation he or she needs to become job ready. If only minimal preparation is needed, the activities conceivably could be completed in a single day. Where a variety of supportive services are needed, a client may take up to a year to move through the different components.

These components are discussed in greater detail in sections II, III, and IV of this document.

D. Evaluation

Most evaluation today is done on a quantitative basis using criteria required by the funding source. However, as in other areas of refugee resettlement, evaluation of employment services must go beyond quantitative measures to include assessment of the "quality of life" achieved. Each program will define improvement of the quality of life according to its own goals and objectives. There is no attempt here to establish individual program measures; rather, several methods of qualitative evaluation are suggested:

1. Individual review, including interviews with clients and employers, and on-site observation.

2. Use of consultants with evaluation expertise. (If outside evaluators are used, it is incumbent upon program operators to establish the criteria by which program success will be measured.)

3. Long term evaluation of client progress.

4. Assessment of the quality of the staff development program. (This may provide an indication of the degree of program improvement, since the quality of staff will be related to the quality of service.)

Program evaluation using quantitative methods can also be useful. Evaluation of the following areas may be appropriate:

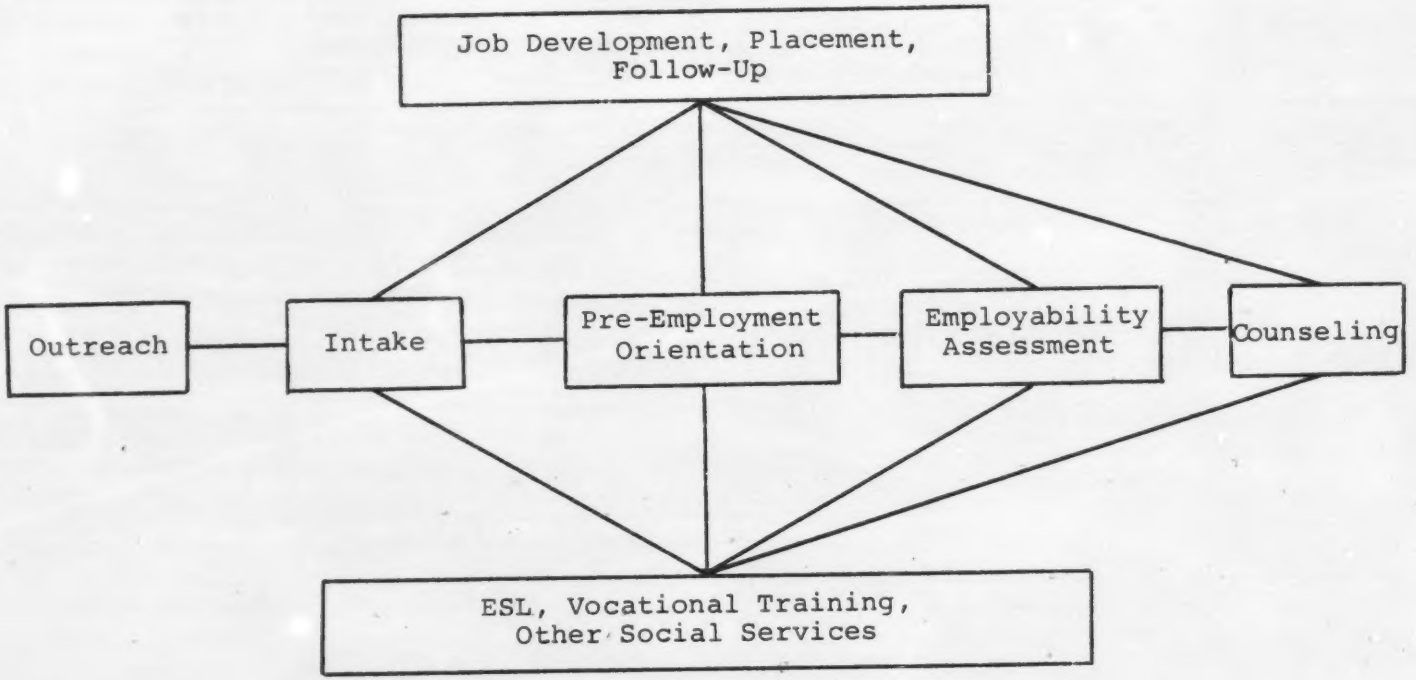
1. Number and percentage of placements, including full-time and part-time, subsidized and unsubsidized placement.
2. Job retention rate.
3. Upward mobility rate.
4. Cost per placement.
5. Occupational range of placements (including the appropriateness of placements).
6. Achievement of specific goals of the program components.
7. Success in meeting the requirements of specific components.
8. Feedback from service providers, clients, and employers.
9. Case reviews.

E. Document Format

Employment service programs should insure that continuity is maintained from one program component to the next. For the sake of clarity of presentation, this document groups several closely-related components together in the next three sections which follow.

Section II includes discussion of Outreach, Intake, Pre-Employment Orientation, and the Employability Assessment. Section III deals with Employment Counseling. Placement Activities - including Job Development, Job Referral and Follow-Up - are discussed in Section IV. Section V deals with Staffing Considerations of employment programs.

CHART I: EMPLOYMENT PROGRAM COMPONENTS



II. OUTREACH, INTAKE, PRE-EMPLOYMENT ORIENTATION, AND EMPLOYABILITY ASSESSMENT

A. Outreach

Outreach is the process of identifying potential clients and providing information to these individuals about available services. An employment program may use its own staff to provide outreach services to the individual refugee or to the refugee community. In addition, an employment program may provide outreach services by maintaining ongoing linkage and information networks with other resettlement service agencies, including community service groups, mutual assistance associations (MAA's), schools, voluntary resettlement agencies, as well as with refugee sponsors. In order to identify cash assistance clients, a referral system between the employment program and the local welfare office is essential.

Potential clients should be provided with the following information regarding the employment program:

1. Type of service(s) provided
2. Eligibility criteria
3. Client population served
4. Specific program capabilities (e.g. language, transportation, day care, etc.)
5. Stipends or other financial benefits available.

Additionally, potential clients should be informed as to the location of services, and how to effectively gain access to these services.*

---

*For more specific information on outreach techniques which would be applicable to employment programs, see Practitioner Workshop document No. VI., Outreach, Information and Referral.

B. Intake

The objective of intake is to obtain initial, basic information about a potential client in order to determine if and how the program can meet that individual's needs.

It is essential that the following information be obtained in the intake process:

1. Personal data, including the client's work history, job skill level and employment status (i.e., unemployed, underemployed, primary or secondary wage earner).
2. Educational level.
3. Income information.
4. Language proficiency, both in English and in the client's first language.
5. Availability of transportation.

This information may be gathered by using standardized intake forms. However, use of supplemental forms designed specifically for a particular employment program is desirable to insure that information relevant to program objectives is collected.

Analysis of the information gathered in the intake process will suggest both an appropriate schedule and the level of intensity of employment services to be offered a client. Based on the information obtained, any of the following service options may be deemed appropriate:

1. Direct placement
2. Pre-employment orientation
3. Referral to ESL, vocational training and/or other resettlement services

C. Pre-Employment Orientation

In providing employment services to refugees, careful attention should be paid to ensure that refugee clients receive adequate orientation to the American world of work. Such intensive pre-employment orientation is not commonly needed for the general American population. Pre-employment orientation provides clarification of basic concepts and information relating to the American work experience, including specific information on preparing for, applying for, and keeping a job.

1. Content

The content of pre-employment orientation covers four basic areas of information:

- Comparative work experiences (American work experiences as compared and contrasted with work experiences in the refugee's country of origin)
- Available employment services (both within and outside the employment program)
- Finding a job
- Succeeding on the job

a. Comparative Work Experiences

In discussing basic concepts and information relating to the American work experience, cross-cultural comparisons should be made with employment patterns and work experiences in the client's country of origin. These comparisons should include discussion of the following topics:

(1) the relative prestige of occupations;

(2) the roles and status of women and men in the labor force;

(3) work values (including the relationship of salary to status, the work ethic, etc);

(4) realistic and unrealistic expectations; and

(5) job mobility.

b. Available Employment Services

Information on available employment services should cover the following topic areas:

(1) the specific roles and interrelationships of employment program staff (intake worker, employment counselor, job developer, etc.);

(2) the types of employment programs such as WIN and state employment services; and

(3) the types of training programs such as CETA (including classroom and on-the-job training), apprenticeship programs, adult education programs, and training available through private vocational schools.

c. Finding a Job

Information on finding a job should include the following topic areas:

(1) Employment resources, including:

(a) Classified ads
(b) Yellow pages
(c) Private employment agencies
(d) Community service organizations
(e) Job placement components of employment programs
(f) Personal contacts (family and friends)

(2) Information on applying for a job should cover the following activities:

(a) Making appropriate inquiries
(b) Completing applications and writing resumes
(c) Preparing for the interview (this should involve a full discussion of interviewing techniques and tips, including the importance of:

- asking questions
- test taking
- punctuality
- appropriate dress and body language
- supplying references and background information
- anticipating questions relating to job specifications

(3) Post-interview follow-up procedures should be discussed so that the client understands the benefits of such procedures.

d. Succeeding on the Job

Pre-employment orientation should include information relating to succeeding on the job. Discussion should focus on the issues of punctuality, job requirements and company policies. Additional topics might include opportunities for advancement (including the benefits of staying with a job and the negative connotations of job-hopping), unions, and money management (especially W-2 and W-4 forms, and paycheck deductions).

2. Methodology

There are a variety of possible methods for presenting pre-employment orientation to clients. Generally the most effective method is a series of workshops or interviews which uses a combination of the following methodologies:

a. Role playing
b. Visual aids
c. Use of role models
d. Visits to job or training sites
e. Practice in completing applications and/or writing resumes
f. Presentations by company representatives and other speakers from the community.

The above methodologies can be incorporated into individual, small group or classroom instruction. Written materials can be used to supplement live instruction.

The focus and intensity of pre-employment orientation should vary according to the specific needs of the client as determined during intake. The following variations in focus should be noted in presenting pre-employment information to the target populations identified below:

a. New Arrivals: Basic information and concepts relating to the American work experience, as well as orientation to employment services, should be stressed.

b. Cash Assistance Clients: Long range advantages of employment should be emphasized, as well as techniques for finding and keeping a job.

c. Secondary Wage Earners: This may become a key target group given the upcoming three-year limitation on 100% Federal reimbursement for services. Instructional focus and intensity should parallel that for new arrivals.

D. Employability Assessment

Employability assessment is the evaluation of a client's potential for vocational training and/or employment. The objective of this assessment is to evaluate the client's experience and capabilities in order to facilitate his or her successful participation in the American labor market.

The employability assessment includes the following components:

1. Collection of personal data (i.e. name, address, age, sex, country of origin, family size and structure, social security number, I-94 number). Such data should be available from information gained during intake.

2. Review of previous work history, education (in Southeast Asia, in the U.S., and elsewhere as applicable), previous training and language skills - especially in relationships to potential job requirements. The focus in this review should be on transferable skills rather than merely on job titles.

3. Identification of potential barriers to employment - e.g., physical limitations in regard to potential job requirements, social adjustment problems, etc.

4. Identification of other resettlement services - counseling, ESL, day care, etc. - that have either been provided or may still be needed by the client. Coordination with social service agencies, ESL programs and voluntary agencies can be of considerable help.

5. Referral to appropriate program staff to develop a short and/or long term goal.

The employability assessment can be carried out most effectively through a personal interview building upon information learned during intake.

A vocational evaluation may also be provided during the assessment process. This type of evaluation may be carried out using the following methods:

1. Paper-and-pencil testing (required for entrance to many vocational programs); interest testing; reading and math level testing; and aptitude testing.

2. Hands-on testing (work samples).

3. Real work situations, such as practicums at the end of vocational training periods, trial periods on the job, simulated work in a workshop setting, and adult work experience programs.

It should be cautioned that, as of this writing, there seem to be no generally accepted testing materials that have been validated for Indochinese populations.

III. EMPLOYMENT COUNSELING

The objective of employment counseling is to explore a client's aptitudes, interests and employment potential for the purpose of developing a personal employment plan, also known as an Employability Development Plan (EDP). Such a plan outlines specific, realistic strategies for working toward self-sufficiency.

The employment counseling process incorporates the following activities primarily within a continuous format of personal interview and evaluation.

- Development of a client profile. This includes evaluating a client's personal and vocational experiences, aptitudes, interests and skills.
- Review of employment-related information. This includes a review of local job market conditions, employment opportunities and their requisite skills and qualifications, advancement possibilities and career strategies, etc.
- Exploration of alternatives for achieving self-sufficiency. These alternatives include immediate employment, training (ESL, vocational and/or educational), and public assistance.
- Development of a plan of action - the Employability Development Plan (EDP). Essential components include the identification of short and long term goals, barriers to fulfilling objectives, specific action or steps to be taken, persons responsible for these steps, development schedule, and follow-through activities.

A. Client Profile

The development of a comprehensive client profile provides an employment counselor with important information about a client's experiences, aptitudes, interests and skills. Building upon information obtained from the employability assessment (see previous section), the counselor incorporates the following information into a client profile:

1. Personal data; including age, sex, health status (both physical and mental), marital status, family structure and size, length of time in refugee camps, former social status and length of time in the United States, expectations and motivation, community involvement, hobbies, recreational interests, etc.

2. Transferable market skills (including English language proficiency), vocational skills, work history and interests.

3. Educational background.

The exploration of such individual client characteristics will serve both to avoid stereotyping and to better ensure that genuine client preferences are represented in the Employability Development Plan.

In addition to the personal interview format, the employment counselor could conduct evaluations through use of interest inventories or checklists, and validated aptitude tests. No valid testing tools for Indochinese refugees seem to be available at the moment; however, improved testing may be available in the future.

B. Employment-Related Information

Pre-employment orientation offers the refugee client a general introduction to the American world of work. The employment counselor should review relevant information from this orientation, as well as provide specific facts about local job market conditions, employment opportunities and their requisite skills and qualifications, training opportunities available (ESL, vocational, and/or educational), advancement opportunities and career development strategies.

The concept of career ladders should be further clarified for refugee clients at this time. Many agencies providing employment services to refugees promote the "two job" philosophy for their clients. With this approach, the client is encouraged to take an entry-level job as soon as possible for the sake of gaining work experience and developing some rudimentary job skills. With the added experience and skills, the refugee thereby improves his or her chances of finding a better job with greater potential for advancement. For this approach to be successful, employment program staff must make every effort to see that clients have genuine opportunities to learn needed new skills and do not get trapped in menial, low-paying positions.

C. Alternatives for Achieving Self-Sufficiency

Bearing in mind a client's work experiences, aptitudes and interests, as well as other employment-related information, the employment counselor should explore with the client the following options and alternatives for achieving self-sufficiency.

1. Employment Alternatives. The counselor and client should discuss and compare appropriate job options with a focus on specific job requirements and responsibilities in particular companies, as well as on short and long term expectations of employers. Job options that are discussed with a client should realistically reflect local labor market conditions as well as a client's current skill levels.

2. Educational Alternatives (ESL, Vocational, and/or Academic). The counselor and client should explore the various educational opportunities available to the client and their requisite financial considerations.

Educational opportunities might include ESL, vocational training (e.g., electronics, auto mechanics, etc.) and academic courses (community college, high-school equivalency, etc.). The possibility of skills recertification should be explored if that is appropriate.* These opportunities should be examined in light of client's immediate needs as well as in light of his or her aptitudes, interests and goals.

3. Referral to Other Services. The counselor should work with the client to assess the client's other resettlement needs. It may be that the client has a health problem that warrants prompt attention, or is in need of some adjustment counseling. These and other concerns may need to be dealt with before a client can pursue employment and/or training opportunities.

In exploring the above considerations, the counselor and client should identify realistic options based on a client's financial necessities. In some cases, immediate employment may be the only feasible option.

In other appropriate instances, the counselor and client might explore the alternative of public assistance as a temporary system of transitional support which allows refugees time to adapt to American life and the American work system. For many clients, public assistance affords them an opportunity

* For further information, please refer to Practitioner Workshop Document No. IV, Vocational Training and Skills Recertification.

to pursue needed language and/or vocational training. The counselor should make sure that the client is fully aware of the short and long term social and economic implications of receiving cash assistance.

It is recognized that employment programs may have well-established and strongly-felt biases regarding these various alternatives. It is recognized too that many refugee clients will have a difficult time assessing the full implications of these alternatives. Nonetheless, counselors should make every effort to ensure that the refugee client participates in, and is supportive of, the choices that must be made.

D. Plan of Action - the Employability Development Plan (EDP)

The Employability Development Plan is a written summary of the plan of action agreed upon by the client and the employment counselor. The plan charts a dynamic process and so should be flexible to accomodate reasonable change and modification. The following essential components of an Employability Development Plan should be defined and acted upon to suit individual client needs:

1. Goals. The plan should establish realistic, practicable short and long term goals.
2. Barriers. The plan should identify obstacles that may hinder the client from fulfilling established objectives (e.g., lack of transferable skills, need for supportive services, etc.). The plan should establish a course of action for overcoming these barriers.

3. Action to be Taken. The plan should describe specific steps to move the client toward his or her established goals, both short and long term.

4. Persons Responsible. The plan should identify the specific persons responsible for following the course of action (client, employment counselor, social services worker, referral agent etc.). Procedures for coordination and interaction among these persons should be clearly defined.

5. Schedule of Development. A realistic timetable should be developed for two reasons:

    a. To build awareness on the part of the client, the counselor and others involved, of the time required to meet specific objectives; and

    b. To serve to establish an evaluation mechanism, or standard by which progress can be measured.

The timetable must be realistic in terms of the client's distance from job-readiness as well as in terms of the capabilities of the employment program.

Note: It is important that some immediate action be taken (such as establishing another counseling appointment, referral to a job, referral to ESL training, etc.) immediately following establishment of the Employability Development Plan, in order for the client to see movement toward the established objectives.

6. Follow-Through. Each of the persons designated to undertake a phase of the plan should be held responsible for its accomplishment. Periodic evaluation and follow-up should be an integral part of the Employability Development Plan and of all counseling services.

E. Special Considerations

For employment counseling to be most effective, it is important that an employment program carry out regular community assessments to identify and assess the following community characteristics:

1. Availability of training opportunities (ESL, vocational, and/or educational);
2. Current job market conditions;
3. Program regulations for necessary supportive services;
4. Local community and business attitudes toward refugees; and
5. Attitudes of the refugee populations toward employment services.

The basic method used in the employment counseling process is the personal interview. Supplemental methods include group counseling in specially organized sessions or incorporated into ESL classes. Counseling overlaps with other components of an employment program such as pre-employment orientation, employability assessment, and several of the placement activities.

It is imperative that employment counselors maintain close coordination and communication with the other employment service components.

Because of the special needs of refugee clients, and the greatly different background of many refugees from that of other clients, employment counseling can be maximally effective only if barriers of language and culture are overcome. The bilingual/bicultural individual trained in employment counseling is a desired staff person. When such individuals are unavailable, trained bilingual aides can be sought to work with the employment counselor.

Employment counselors must be aware that employment counseling on an informal basis is being provided all the time by the refugee client's peers as well as by sponsors, and other service providers. The counselor who wishes to be effective will attempt to learn the content of this counseling and will seek to work with these individuals, whenever possible.

IV. PLACEMENT ACTIVITIES

A. Job Development

Job development activities are those aimed at identifying and developing employment opportunities in order to successfully place clients in jobs commensurate with their abilities, experience and interest.

Successful job development requires an aggressive pursuit of new employer contacts and possible job leads. Job leads can be identified through a variety of sources, including the following:

- Referrals from existing employer contacts
- Employer associations or business alliances
- Service agencies including public Job Service agencies, community-based organizations, CETA, etc.
- Linkage with vocational training instructors
- Churches
- Sponsors and voluntary resettlement agencies
- Employment program Community Advisory Boards
- Coordination with inter-agency forums and task forces
- Job clubs
- Public service announcements
- Community job banks
- Newspaper want ads
- Trade publications
- Flyers
- Minority businesses and employers
- Other public relations/outreach activities.

Involvement with local business and civic organizations is a good method of both developing employer contacts as well as bringing business expertise to the employment program.

Job development is an activity that can be carried out by an employment program in cooperation with others involved in providing services to refugees - including the refugee community. Clients themselves should be encouraged to actively engage in job searches, either self-directed or assisted by a job developer.

Special needs of various types of clients should be addressed in the process of job development. For example, job upgrading opportunities should be developed for underemployed refugees either within their present company or through placement in another company. For secondary wage earners, support service needs (such as day care and transportation) should be carefully considered before beginning job development for these clients.

B. Referral Process

The referral process provides individual pre-employment orientation for clients and employers prior to job referrals, in order to assure successful job placement. The components of this process are the following:

- Pre-referral client orientation and counseling
- Job matching
- Employer orientation
- Hiring process

1. Pre-referral Client Orientation and Counseling

Pre-employment orientation, employability assessment and employment counseling issues should be reviewed by the job developer and client prior to job matching and referral. If the client has not received these three services prior to referral for job placement services, a number of topics may need to be discussed including: job search techniques, completing job applications, resume writing, interview skills, short and long term vocational goals, barriers to successful employment, typical on-the-job situations, opportunities for upward mobility, and the American "work-ethic."

A discussion of "Do's and Don'ts" concerning pre-interview, interview, post-interview, and on-the-job situations typically encountered should be included (see Pre-Employment Orientation, pp. 9-12).* Problems which may adversely affect relationships with employers, such as being late for an interview or not showing up at all, bringing others to an interview, and quitting a job without giving notice, should receive particular attention. Early identification and avoidance of such problems will help the staff minimize their negative impact on employers.

Pre-referral client orientation and counseling can be done either in personal interviews or in group sessions. However, for clients who are already employed in some capacity, the issue of taking time off from work must be dealt with, including what to say to the present employer, when to ask for leave time, how much time to take, and when. Also, job search and on-the-job problems already encountered should be identified and dealt with. The intensity of this activity will depend on the extent of previous pre-employment orientation and employment counseling.

2. Job Matching

The employability assessment conducted with the client and his or her Employability Development Plan (EDP) should identify vocational skills, abilities and interests, as well as potential barriers to employment. Other relevant issues should be identified and discussed relative to specific job openings and their appropriateness given the client's

* See also Appendix D - Resource Materials

background. If the employability assessment and/or Employability Development Plan have not been completed prior to referral for job placement services, assessment of at least the following items is recommended prior to job matching:

a. Educational and employment background, including transferability of skills obtained in native country (including family business, hobbies, part time/volunteer work) to U.S. labor market needs

b. Social and supportive service needs

c. English language skills

d. Short and long term goals

e. Motivational factors

f. Local job market conditions and the client's mobility.

Specific job openings will be discussed in light of their appropriateness to the client's background and needs. A task analysis for each job opening should be established so that an adequate match can be made between the client's skills and the responsibilities and requirements of the job. This could include discussion with the employer of job duties and requirements, evaluation of available written job descriptions, and whenever possible, a visit to the employment site by the job developer.

Applicable vocational skills tests should be administered when appropriate. Coordination with vocational training instructors will also help ascertain the level of vocational skills for those clients who have completed or are still attending vocational training courses.

Issues such as the client's availability, transportation and day care needs, and other social service needs should be taken into consideration when job openings are discussed and referrals made.

For secondary wage earners, it should be determined whether or not the client has had employment before, either in the U.S. or in his or her native country. Supportive service needs (day care, transportation, etc.) should be identified and addressed. Additionally, a secondary wage earner may need to stagger work hours with those of his or her spouse. An employability assessment may be necessary to determine the client's employment background and needs.

3. Employer Orientation

Current and potential employers of refugees should receive an initial introduction to the employment program as well as to the refugee populations, with a focus on the following topics:

a. Employment program objectives, and services provided

b. Program successes in the community (in the area of job placement, for example)

c. Background on the cultures and experiences of the various refugee populations, with emphasis on cultural differences that may affect their employment experiences in the U.S.

d. Information on other employers in the community who have hired refugees.

It may be appropriate, while providing orientation to employers, to discuss financial incentives (including WIN tax credits, wage subsidies, and other tax credit programs).

Orientation can be conducted for one or several representatives from a single company, or jointly for representatives of several different employers. Audio visual aids can be most helpful in presenting orientation to employers. More intensive orientation for both employer and employee(s) may be necessary after placement.

As employers and employment program staff develop a rapport, it may be possible to encourage ongoing exchanges of information which might broadly be called "cultural awareness" training. If successful, such an exchange can both enhance public relations for the employment program as well as generate future placements.

If the opportunity exists, employers should be encouraged to provide such services as vocational ESL and/or on-the-job training.

4. Hiring Process

When a client is deemed job ready, the job developer and client should select the job opening(s) most suitable to the abilities, interests and needs of the client. Effective job search techniques relevant to the client's field should also be discussed with emphasis on developing essential client self-reliance in finding a suitable job.

Once an interview appointment is scheduled with an employer, a variety of details should be explained to the client, including: the interview date, time and location; job title and duties; starting salary, or range if known; method of salary payments; fringe benefits; and working

hours. Also, specific interview techniques should be reviewed with the client prior to the interview. The decision as to who, if anyone, is to provide transportation and/or accompany the client to the interview must be made.

C. Follow-Up

Follow-up is defined as post-referral services for clients and employers in order to identify and correct problems encountered in the job search or on the job. The objectives are to reduce the likelihood of misunderstanding between the applicant (or employee) and the employer, to maximize the effectiveness of the placement process, and to maintain a positive program image within the local labor market. Ideally, follow-up should be carried out by a staff member who has been working closely with the client concerned.

The follow-up process can be divided into three distinct phases: post-interview, post-placement, and long term follow-up.

1. Post-Interview

A successful employment program must provide for follow-up immediately after the interview. Both the prospective employer and the applicant should be contacted to identify possible misunderstandings and discuss potential problems that could interfere with employment.

This may also be an appropriate time to inform the employer of economic incentives that may be applicable (i.e., WIN tax credits, wage subsidies, etc.) and to further describe program support services that can increase the chances of successful employment.

2. Post-Placement

All employers and newly hired personnel should be contacted during the first few days of employment and thereafter at regular intervals. This sustained contact helps both employer and employee to identify and discuss potential problem areas before they become more serious concerns.

a. Employer Follow-Up. If the employer has had limited or no experience with employing non-English speakers, this follow-up offers an opportunity to provide interpreter services and/or to offer instruction in methods of non-verbal communication.

b. Employee Follow-Up. As the employee may not have had any previous work experience in the U.S., this is an appropriate time to review employer expectations, job responsibilities, fringe benefits, participation in unions or employee associations, and other job-related issues.

3. Long Term Follow-Up

Long term follow-up provides an opportunity to reinforce the employer-employee relationship and to discuss appropriate job or skill upgrading, including job-specific training opportunities. The advantages of job upgrading within one company as opposed to changing employers should be suggested to both the employer and employee. This would have particular relevance for underemployed clients.

Face-to-face contact with employers and employees is obviously the most desirable method for follow-up, though telephone contact may serve to maximize staff time as well as reduce the time pressures on an employer and his or her work force.

The "visibility" of long term follow-up should be carefully considered as other employees may become resentful of a refugee worker who seems to have a personal employment counselor and advocate. Home visits with a client during non-working hours may be appropriate and can serve to reinforce the trust between a client and program staff.

Employment program staff should be aware of the problems caused when clients hold several jobs in succession for short periods of time. Obviously with rapidly changing labor markets and increasing unemployment, some employees will have no control over termination. However, clients who jump from job to job create negative employer perceptions (sometimes eliminating possible sources of future job openings), and frustrate program staff. Staff should be prepared to establish limits for services or develop other types of informal sanctions.

V. STAFFING CONSIDERATIONS

Each of the component activities in an employment services program calls for specific qualifications and a special mix of skills on the part of program staff. At the same time, it is recognized that several general staff qualifications will apply for all of the various service components, and that well-qualified staff can and will perform a wide range of functions for an employment program. It is generally recommended that a minimal number of staff members become involved with a given refugee client to avoid confusion on the client's part and to establish a sense of continuity in the employment process. The specific roles and interrelationships of staff members should be clearly defined.

Following are some recommended guidelines and considerations for employment program staff as they relate to each of the service components.

A. Outreach, Intake, Pre-Employment Orientation, and Employability Assessment.

Optimally, staff persons engaged in any of the above activities should have bilingual/bicultural capabilities. At a minimum, a bilingual aide should be available.

Outreach Workers should possess a thorough understanding of their employment program and a knowledge of other resettlement services and community resources.

Qualifications for the Intake Worker should include basic skills in interviewing, first-hand experience with refugee resettlement, and an awareness of community resources.

Staff qualifications for those providing Pre-Employment Orientation include the following:

1. Teaching skills
2. Understanding of the American as well as the refugees' original worlds of work
3. Sensitivity to the refugee experience
4. Knowledge of the local labor market
5. Knowledge of other resettlement services and community resources.

Employability Assessment staff should be trained in testing and evaluation to identify transferable work skills*, interviewing, and report writing skills.

B. Employment Counseling

Staff qualifications for Employment Counselors include the following:

1. Interviewing and counseling skills
2. Understanding of the American as well as the refugees' original worlds of work
3. Sensitivity to the refugee experience
4. Knowledge of the local labor market
5. Knowledge of other resettlement services and community resources.

Employment Counselors, perhaps more than any other staff of an employment program, must possess a sensitivity to the refugee experience as well as to the ethnic and cultural diversity among the refugee populations. For successful counseling of Indochinese (and other) refugee clients, it is imperative that a relationship of mutual trust be established. In order to nurture this trust, counselors should be familiar with the social and cultural patterns of behavior - both acceptable and inappropriate - of their client populations:

- Counselors should be aware of inappropriate personal behavior and "body language" (e.g. touching the head, touching or hugging with the opposite sex, pointing a finger at a client) that may alienate or offend some refugee clients.

*For more information on vocational assessment, please refer to Practitioner Workshop Document No. IV, Vocational Training and Skills Recertification.

- Counselors should be aware that many Indochinese refugees are unfamiliar and uncomfortable with American patterns of ready "self-disclosure."
- Counselors need to know and respect the family structure from which a client comes.
- Counselors should recognize that many refugee clients will be focusing on their immediate situations and may have difficulty adopting a long range perspective.

C. Placement Activities

To be successful in identifying and developing employment opportunities, Job Developers should possess the following qualifications:

1. Knowledge of local labor market conditions
2. Sensitivity to the needs of both clients and employers
3. Creativity and flexibility in working with clients and employers
4. Ability to maintain close coordination among counseling, placement and follow-up activities.

Information exchange at every phase of placement activities should always be a prime consideration for staff, to increase both the efficiency and effectiveness of service delivery. For example, close coordination between job developers and follow-up staff can achieve two beneficial results:

- Job developers can inform follow-up staff of problems a particular client might face on the job; and
- Follow-up staff can inform job developers of possible new job leads.

In the area of pre-referral client orientation and job matching activities, there must be close coordination between a program's Employment Counseling and Job Placement units, in order to most effectively alleviate problems a client may encounter in the job search or on the job.

If at all possible, bilingual/bicultural persons should carry out client follow-up both to minimize the risk of misunderstanding and to maximize the opportunity for client response and involvement.

THE PRACTITIONER WORKSHOP PROJECT

Employment Services Workshop

The Practitioner Workshop Project is a project of the Indochina Refugee Action Center, conducted under a grant from the Department of Health and Human Services, Office of Refugee Resettlement (HHS/ORR) (Grant #96-P-10003-3-01).

A series of seven workshops has been held. Each workshop has dealt with a different social service or services which can be provided to Indochinese and other refugees through Department of Health and Human Services Title XX and/or Refugee Resettlement Program social services funding. The workshops are:

Orientation	- August 1980
Health-Related Services	- September 1980
Social Adjustment Services	- September 1980
Vocational Training and Skills Recertification	- October 1980
Employment Services	- October 1980
Outreach, Information and Referral	- November 1980
Refugee Resettlement Service Delivery Approaches	- December 1980

The goals and objectives of these intensive workshops are to:

- develop practical models and approaches to serve as examples of effective programs and as stimulants to new, quality project development in resettlement communities;
- develop models to stimulate acceptance and to serve as a guide for state human service administrators charged with making refugee social service funding decisions;
- facilitate communication between resettlement workers regarding approaches used in other locales;

- provide input from knowledgeable local resettlement practitioners into national program operations; and
- increase the very limited body of knowledge on effective resettlement practice in very pragmatic terms -- to move forward the state-of-the-art.

Each workshop is comprised of approximately ten service providers who are involved in delivering social services to Indochinese refugees. Each workshop is three days in length, and is directed by a lead consultant designated by project staff. The lead consultant has primary responsibility for drafting a workshop report. For each of the workshops, the report includes an introduction, with a definition of the service(s); necessary program considerations; a description of appropriate delivery settings; and various models or approaches for delivering the service(s). The report is reviewed by project staff, workshop participants and by HHS/ORR, and then distributed to major refugee resettlement information distribution sources and to resettlement practitioners.

The Employment Services workshop was held in New Orleans, Louisiana, October 29 - November 1, 1980. It was led by Charlotte Bourgeois, who is Program Director of Employment Services for Associated Catholic Charities in New Orleans. The workshop was attended by thirteen participants, each of whom is closely involved in providing employment services to refugees. The names of the participants are attached.

Implementation Phase

This second six-month phase of the project will implement the practical models of service delivery developed in the workshops. Short term, on-site assistance will be available to local resettlement practitioners who express a need for assistance in the program development areas covered in the workshops. Practitioners involved in the workshop phase will be linked with communities requesting implementation support.

The objectives of this implementation phase are to:

1. stimulate the development of effective refugee services in areas where services are either inadequate or non-existent;

2. encourage coordination among service programs, particularly in high-impact areas; and

3. assist specific groups (e.g., voluntary agencies and MAA's) in enhancing their capacity to provide services to refugees.

Project staff will assist specific agencies and/or communities who indicate a need for program development by matching them with experienced local resettlement practitioners identified through the workshop process. These practitioners will provide on-site technical assistance in a number of communities around the country. Services provided on-site may include the following:

a. identification of the delivery model(s) appropriate to the agency/community and its specific needs

b. development of service delivery plans, including specific modifications and implementation concerns

c. follow-up assessment and evaluation.

PRACTITIONER WORKSHOP PROJECT

Employment Services Workshop Participants

October 29 - November 1, 1980
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HOANG BACCAM
Iowa Refugee Service Center
Des Moines, Iowa

The Iowa Refugee Service Center is a federally funded agency that serves as both a voluntary resettlement agency as well as a clearinghouse and referral center for refugees and sponsoring groups in Iowa. IRSC is attached to the Iowa Department of Job Service, which has ten full time staff members stationed around the state to work with refugee job placement. These ORR-funded staff members work with staff people from Job Service's statewide network of seventy-five offices and satellites to provide information and referral services for refugees seeking employment aid, and to contact all refugees on public assistance to offer employment aid.

RON BASSETT-SMITH
Indochinese Program
Chemeketa Community College
Salem, Oregon

The Indochinese Program has a Title XX contract with the state of Oregon to provide job placement services for refugees receiving cash assistance (90% of their caseload must be on cash assistance). The program provides career counseling, employment orientation, job placement and follow-up to employers. Referrals are also made to an ESL program at the community college. The Indochinese program serves approximately 200 people per year.

CHARLOTTE BOURGEOIS
Employment Services
Associated Catholic Charities
New Orleans, Louisiana

Job counseling and placement services are provided at four locations in the New Orleans area where large concentrations of refugees have taken up residence. ACC's employment staff interviews refugees and arranges interviews with prospective employers. ACC also operates a day care program for children of working parents in addition to providing a full range of resettlement services including health, English language, housing, home management, and family counseling.

JIM DUFFY
Wisconsin Job Service
Green Bay, Wisconsin

The Wisconsin Job Service, through a cooperative agreement with Wisconsin Department of Health and Social Services, is able to provide the following services to eligible refugees:

1. Intake Services and Assessment, including basic intake interviewing, employment counseling, aptitude testing, and employability plan development.

2. Work Experience Component, including development of a work-site, selection and referral to work-sites, orientation of work-site supervisors, orientation of participant, and monthly follow-up visits.

3. Occupational Skill Development (Entry Level), including arrangement for, referral to and follow-up at state approved training facilities.

4. On-the-Job Training Component, including arrangement with, and training cost reimbursement to employers as well as regular on-site follow-up.

5. Referral to Other Services, including referral for ESL instruction (with follow-up) as well as referral to supportive services such as day care, transportation, personal counseling, etc. which may be needed to obtain employment.

6. Job Development and Placement Services, including contact of potential employers and referral to jobs for job-ready participants. Orientation and follow-up at the job site are provided as needed.

ELINOR HEWITT
Jewish Employment and Vocational Service
A. P. Orleans Vocational Center
Philadelphia, Pennsylvania

The A. P. Orleans Vocational Center has a subcontract with Jewish Family Services to provide the following services to adult Indochinese refugees in the greater Philadelphia area:

1. Vocational Assessment Services to diagnose and evaluate a client's potential for job training or employment. The Center uses three work sample systems developed by J.E.V.S. for vocational evaluation.

2. Employment Training Services in the following skill areas: air conditioning and refrigeration, heating and plumbing, electrical wiring and appliance repair, building maintenance, computer programming, food preparation, machine shop and individually designed courses.

3. Transportation Services for refugees undergoing vocational assessments and/or pursuing employment training.

VORA HUY-KAN'THOUL
Indochinese Mutual Assistance Program
United Cambodian Community, Inc.
Los Angeles, California

United Cambodian Community, Inc. (UCC) is a non-profit mutual assistance association that was incorporated in 1978 to serve Indochinese refugees in the Los Angeles/Long Beach areas. In the area of employment services, UCC provides the following services to refugees through its Indochinese Mutual Assistance Program (IMAP):

1. Outreach Services include Newcomer Orientation sessions which familiarize refugees with available services and community resources, including employment and vocational training opportunities.

2. Assessment Services include the identification of individual client needs, particularly concerning employability, and referral to the appropriate IMAP services.

3. Employment Services include pre-employment orientation and counseling; job development, job referral and placement; job upgrading; and follow-up services.

VANG LENG
Refugee Resettlement Office
Department of Public Welfare
St. Paul, Minnesota

The Refugee Resettlement office in Minnesota offers the following employment services to refugees in the state:

1. Intake, which includes a language assessment, an educational and vocational assessment, and development of a preliminary vocational plan.

2. Pre-Employment Orientation, which offers bilingual survival English, orientation to the world of work, and other survival skills.

3. Basic Skills Development, which offers work experience, career exploration, further orientation to the world of work, and employment ESL.

4. Vocational Training, which includes both a special short term vocational program leading to placement, as well as a prevocational program leading to mainstreaming into a regular vocational training program.

5. Placement Services

6. Follow-up Services

JADIN OLIVER
State of Colorado -
Department of Social Services
Denver, Colorado

The refugee employment program for the state of Colorado uses the Work Incentive Program (WIN) structure as a model. All supportive social services (transportation, day care, counseling, etc.), outreach and assessment activities are provided through a purchase of service contract with Denver Catholic Community Services. They act as the intake agent and do an initial screening and eligibility determination before referring the refugee on for further services. Employment services and referrals for training are provided through a purchase of service contract with the Colorado Department of Employment and Training (CDET). They are co-located with Denver Catholic Community Services and work jointly to develop an employability plan. Thirty, 60 and 90-day follow-ups are done on all clients placed in employment.

DO DUC TAM
Ohio Bureau of Employment Services
Counseling Section
Columbus, Ohio

The Ohio Refugee Employment Services is operated by the Ohio Bureau of Employment Services (OBES), a State Employment Security Agency with a network of 104 Job Services offices throughout the state.

The program provides a full range of employment services which include: outreach, needs assessment, employment interview and counseling, testing, skills inventory and labor market analysis, employment orientation, job development and placement, and follow-up on those who become employed. Placement for vocational training and referral for language training are also provided.

On a priority basis the program concentrates efforts on direct placement of refugees on permanent jobs and upgrading employment of those who are underemployed.

DENNIS WHITE
Catholic Immigration and Resettlement Agency
Indochina Job Center
Santa Ana, California

The Indochina Job Center of the Catholic Immigration and Resettlement Agency is one of 12 agencies and organizations involved in a comprehensive employment and training services system for Indochinese refugees in Orange County.

Within this system, the Indochina Job Center is responsible for assessment, career planning, and eventual placement for refugees newly arriving from overseas. The initial assessment phase will review client demographic data, employment history, and educational background, and will determine employment goals. English language proficiency will be determined and referral made for English language training services if appropriate.

In addition to English language services, students in project ESL programs will also be presented with orientation to the "World of Work," a program specially designed by the Indochina Job Center. After completing language training and "World of Work," clients will be referred back to the initial assessment unit for reassessment and job placement or vocational training if appropriate.

ROCKY YOUNG
Indochinese Vocational Project
Los Angeles Unified School District
Los Angeles, California

The Indochinese Vocational Project, operating under the auspices of the Los Angeles Unified School District, is a federally-funded program which offers outreach, assessment, vocational counseling and training, ESL instruction, job counseling and placement services, and on-the-job training for adult Indochinese refugees. Project staff also maintain close coordination with other social service organizations and make referrals for necessary supportive services (transportation, day care, counseling etc.).

Resource Materials*

1. PREPARATION FOR THE INTERVIEW	
DO'S	DON'TS
1. Discuss thoroughly with your job developer about the best kind(s) of jobs for you	1. DON'T look for just any job, then change your mind later
2. Have necessary papers ready, like I-94/permanent resident card, social security card, driver's license or ID card	2. DON'T forget to bring these important papers since you may be asked to prove you are eligible to work
3. Be prepared with other important facts about yourself, like home address, home/message phone #, details about job experience/ education/other training including names and addresses, dates, position and duties, supervisor's name if possible, names and addresses of references, etc.	3. DON'T waste interview time trying to remember these important facts; be sure you DON'T forget to mention any information which may be relevant to the position
4. Be ready to talk about yourself	4. DON'T say too much or too little; DON'T present your background in an unorganized way
5. Learn all you can about the company, for example, the kind of job you are applying for, the company's products or services, why you want to work there, etc.	5. DON'T go to your interview without knowing something about the company and the job for which you are applying
6. Keep your own interview appointment, not someone else's	6. DON'T give your appointment to someone else or go to someone else's interview; DON'T bring other people with you unless your job developer has already arranged for them to be interviewed too
7. Be at least 10 minutes early for your interview; you may also have to complete some forms first or prepare for a test	7. DON'T be late for your interview; also, DON'T get there too early either
8. If you cannot avoid being late for or cannot keep your scheduled interview, you MUST call your job developer before the interview time	8. DON'T cancel your job interview without calling your job developer first
9. Have a good night's sleep the night before your interview so you are and appear alert	9. DON'T go to your interview looking or feeling tired or inattentive

* Developed by the Indochinese Vocational Project, Los Angeles. Consult Rocky Young for further information.

2. AT THE INTERVIEW	
DO'S	DON'TS
1. Dress appropriately and use good manners when you go for your interview; for example, clean, brushed hair; clean face; clean, pressed clothes; good eye contact, firm handshake, attentiveness, etc.	1. DON'T look sloppy or dress inappropriately; DON'T smoke or chew gum; DON'T sit down before being offered a seat; DON'T slouch, fidget around, etc.
2. Represent yourself fully and honestly; remember all of your past experience and skills - including education/experience in your home country as well as here, volunteer work, etc. - which apply to the position	2. DON'T overrepresent or underrepresent yourself (you may not get a job you deserve or get a job you don't deserve)
3. Listen carefully to each question that is asked; if you don't understand the question, ask "Please repeat the question" or "Please speak more slowly"	3. DON'T try to guess what the interviewer means if you don't understand a question (you may disqualify yourself by giving the wrong answer)
4. Answer each question directly and to the point, including additional information only when relevant	4. DON'T ramble on to other subjects or say too much when answering; on the other hand, DON'T just say "Yes" or "No" when you can be more effective by saying more
5. Be sure to ask a few questions if you have a chance, such as job duties, promotional opportunities, hours, salary, etc.; however, keep questions about benefits at a minimum (you may appear too eager to take a vacation or sick leave)	5. DON'T walk away from an interview without asking any questions (you may appear not to care about the job or the company)
6. If you take a test, listen carefully to directions; ask if you don't hear or understand something	6. Again, DON'T guess if you don't hear or understand instructions; you may make a mistake which disqualifies you from finishing the test, or you may show you don't take directions well
7. If you're not sure about taking a job that's offered you, ask if you can call the employer back tomorrow	7. DON'T say "Yes" or "No" immediately if you're not sure yet whether you really want the job; you may be sorry later

3. AFTER THE INTERVIEW	
DO'S	DON'TS
1. Call your job developer after your interview to say how things went and how you feel about the position	1. DON'T forget to call your job developer as soon as possible after your interview
2. If you are to make follow-up calls to the employer, be sure to do so, or let your job developer know so that he or she can do so	2. DON'T expect that the employer will always call you; it's usually up to the applicant to take the initiative
3. If you are not selected, be sure to keep in contact with your job developer from time to time	3. DON'T expect your job developer to be able to find you at all times; a good job may go to someone else if you cannot be reached somehow
4. Help yourself look for a job; for example, want ads, placement offices, bulletin boards, friends etc.; also, let your vocational instructor know that you are looking for a job; he or she may be able to help, too	4. DON'T rely entirely on your job developer or vocational instructor to find you a job; it may look as though you have no initiative yourself

4. ON THE JOB	
DO'S	DON'TS
1. Be prompt when you go to work (this is especially important when you're new on the job)	1. DON'T be late for work; call first if it's unavoidable (but don't make a habit of it)
2. Try the new job out for at least a few days before you decide whether you like it or not	2. DON'T be too quick in making a judgment about your new job; it may take time to get used to things
3. Ask questions if you don't understand something	3. DON'T pretend you understand if you really don't (you could cause an accident and/or make costly mistakes); it's expected that new employees have lots of questions
4. Be friendly to your co-workers; they can be quite helpful to a new employee	4. DON'T be afraid to meet new people, especially those who don't speak your native language (you can practice English with them)
5. If you feel you should be considered for a promotion, ask your supervisor or personnel office; you may also contact your job developer, but it's best to speak to your supervisor directly	5. DON'T compare your position and/or salary with others; your backgrounds, skills, etc. may be quite different; and DON'T quit without talking to your job developer first if you feel you've been overlooked for a promotion
6. If your employer says you need to buy tools or other equipment, find out specifics first; for example, what tools, where to buy them, discounts, will you be reimbursed, etc.; always keep your purchase receipts just in case you need them later	6. DON'T go right out and buy the equipment without first finding answers to these important questions; you may also call your job developer or counselor if you wish
7. If you have any on-the-job or other social service problems, call your job developer or counselor immediately; your counselor should be calling you within the first week after you start your new job just to see how you are doing	7. DON'T stay home or quit without talking to your supervisor and job developer first; many problems can be solved without doing something drastic
8. If you would like to introduce a friend to your company for a job, PLEASE let your job developer know first	8. DON'T refer a friend or relative to your company without letting your job developer know first; that way, some problems can be avoided

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